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duplicate

BULLETIN

APPALACHIAN STATE
TEACHERS COLLEGE



SUMMER SCHOOL ISSUE

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June 9 to July 15

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BOONE, NORTH CAROLINA

MARCH QUARTER

NINETEEN HUNDRED THIRTY-SIX

BULLETIN

Appalachian State Teachers
College

New Series

MARCH QUARTER 1936

Vol. XXXIV, No. 1

SUMMER SCHOOL ISSUE
for 1936

An "A" Grade College

CO-EDUCATIONAL

Boone, North Carolina

Issued Quarterly

Entered as second-class matter at the postoffice
Boone, North Carolina

Be sure and read the recent rules and regulations of the State Department of Education as to teachers' certificates. These are being printed on the last pages of this catalog. Turn to them now and read them.

FACULTY

(Arranged in the order of appointment)

- B. B. DOUGHERTY, B. S., Ph. B., D. Litt. ----- *President*
 Student, Wake Forest College, 1892; Student, Holly Springs College, 1893; Principal, Globe Academy, 1893-'94; B.S., Carson-Newman College, 1896; Professor, Latin and Psychology, Holly Springs College, 1896-'97; Ph.B., University of North Carolina, 1899; Co-Principal, Watauga Academy, 1899-1903; Superintendent, Appalachian Training School, 1903-'21; Member Text Book Commission, 1916; County Superintendent, Watauga County, 1899-1916; President, Appalachian Training School, 1921-'25; D.Litt., 1926, Elon College; President, Appalachian State Normal School, 1925-'27; President, Appalachian State Teachers College, 1927-
- MRS. D. D. DOUGHERTY ----- *Treasurer*
 Student, Holly Springs College—
- J. M. DOWNUM, A. B. ----- *Registrar*
 A. B., Trinity College, 1885; Minister; Principal, Weddington Academy, 1908-'10; Professor of Latin, Davenport College, 1907-'08; Professor of Latin, Appalachian Training School, 1910-'21; Registrar, Appalachian State Normal School, 1921-'27; Registrar, Appalachian State Teachers College, 1927-
- A. J. GREENE ----- *Assistant in English*
 Graduate, Appalachian Training School, 1906; Wake Forest College, 1907-'08; Student in Extension Division of the University of North Carolina; Teacher in rural Schools of Watauga County, 1900-'15; Assistant in English, Appalachian Training School, 1915-'25; Teacher in English, Appalachian State Normal School, 1925-'27; Assistant in English, Appalachian State Teachers College, 1927-
- JENNIE TODD, B. S. ----- *Supervisor of Women, Penmanship*
 Graduate, North Carolina College for Women, 1906; Teacher, Excelsior, Graded School, Crumpler, West Virginia; Supervisor of Women, Appalachian Training School, 1916-'21; Supervisor of Women, Appalachian State Normal School, 1921-'27; Supervisor of Women, Appalachian State Teachers College, 1927-; B. S., Appalachian State Teachers College, 1933.
- J. T. C. WRIGHT, A. B., A. M. ----- *Mathematics and Physics*
 A.B., U.N.C., 1917; A.M., Peabody College, 1928; Graduate Student, Peabody College, summers 1929 and 1930; High School Principal, 1917-1920; Professor, Mathematics and Physics, Appalachian State Normal School, 1920-'27; Professor, Mathematics and Physics, Appalachian State Teachers College, 1927-
- J. D. RANKIN, A. B., A. M., S. T. D. ----- *English*
 A.B., Rutherford College, 1898; A.M., Oskaloosa, 1912; S.T.D., Oskaloosa, 1922; Principal, Cleveland Schools, 1903-'05; Principal, New London High School, 1905-'10; Professor of English and Vice-President, Scarritt-Morrisville College, 1911-'14; Superintendent, City Schools, Norwood, Bessemer City, Cherryville, 1914-'21; Professor, English, Appalachian State Normal School, 1921-'27; Professor, English, Appalachian State Teachers College, 1927-
- A. R. SMITH, A. B., A. M. ----- *Chemistry*
 A.B., Wake Forest College, 1921; A.M., University of North Carolina, 1926; Professor, Chemistry, Appalachian State Normal School, 1921-'27; Professor Chemistry, Appalachian State Teachers College, 1925-'27-

- Mrs. VAN G. HINSON, A. B., A. M. ----- *French*
 A.B., Lenoir-Rhyne College, 1921; A. M., Duke University, 1928; Professor, French, Appalachian State Normal School, 1921-'27; Professor, French Appalachian State College, 1927-
- CHAPELL WILSON, A. B., A. M. ----- *Psychology*
 A.B., Wake Forest College, 1920; Principal, Lumber Bridge High School, 1920-'22; Work completed, Peabody, 1924; M.A., degree; General Education Board Fellowship, Peabody, 1929-'30; Summer Quarter, Colorado State Teachers College, 1931; Professor, Education and Psychology, Appalachian State Normal School, 1922-'24; Education and Director of the Demonstration Schools, 1924-
- V. C. HOWELL, A. B., A. M. ----- *History*
 A.B., Wake Forest College, 1920; Principal, Watauga Academy, 1922-'23; A.M., Columbia University, 1926; Graduate Student, University of North Carolina, summer quarter, 1930; Professor, History, Appalachian State Normal School, 1925-'27; Professor, History, Appalachian State Teachers College, 1927-
- LILY DALE, B. S., M. A. ----- *Home Economics*
 B.S., Peabody College; Graduate work, Peabody College; M.A., Teachers College, Columbia University, 1932; Professor, Home Economics, Appalachian State Teachers College, 1927-
- IDA BELLE LEDBETTER, A. B., A. M. ----- *Biology*
 A.B., Meredith College; A. M., University of North Carolina; Graduate Student, University of Chicago; Professor, Biology, Appalachian State Teachers College, 1927-
- J. A. WILLIAMS, B. A., M. A. ----- *Geography*
 B.A., Wake Forest College, 1901; M.A., Columbia, 1916; Graduate Student Peabody College, summer quarter, 1930; Professor, Geography, Appalachian State Teachers College, 1927-
- G. L. SAWYER, A. B. ----- *Psychology*
 A.B., Lenoir-Rhyne College, 1915; Graduate work for M. A. Degree at the University of North Carolina, 1917-21; for Ph.D. Degree, *ibid.*, 1922-'23; Principal, Hickory City Schools, 1915-'16; Principal, Dallas Graded Schools, 1916-'18; Principal, Gastonia City Schools, 1918-'27; Professor, Psychology and Education, Lenoir-Rhyne College Summer School, 1924-'25; Professor and Education, Lenoir-Rhyne College Summer School, 1924-'25; Professor, Psychology and Education, Appalachian State Teachers College, 1927-
- G P. EGGERS, A. B., M. A. ----- *English*
 A.B., Carson-Newman College, 1927; M.A., Duke University, 1932; 1932-'33, Harvard University; Appalachian State Teachers College, 1927-
- ELIZABETH RUCKER WILLIAMS, B. S. ----- *Art*
 B.S., State Teachers College, Farmville, Virginia; Professor, Art, Appalachian State Teachers College, 1927-
- KATHLEEN HARWELL, B. S. ----- *Assistant in Art*
 Graduate, State Teachers College, Radford, Virginia; Assistant, Art, Appalachian State Teachers College, 1927-

- VAN G. HINSON, A. B., M. Ed. ----- *Education*
 Student, two years Appalachian State Normal School; A.B., Lenoir-Rhyne College, 1928; M.Ed., Duke University, 1932; Professor, Education, Appalachian State Teachers College, 1928-
- ANTONIUS ANTONAKOS, B. S., M. S. ----- *Physics*
 B.S. in Physics and Chemistry, High Point College, 1929; M.S. in Physics, University of North Carolina, 1934; Professor of Physics, Appalachian State Teachers College, 1929-
- CAROLYN WEAVER, B. S., M. A. ----- *Primary Education*
 B.S., 1925; M.A., 1928, Peabody College; Professor, Primary Education, Appalachian State Teachers College, 1927-
- VIRGINIA WARY, B. M. ----- *Music*
 B.M., University School of Music, Lincoln, Nebraska; Piano Student with Mollie Margolies, Chicago Musical College; Student in Interpretation with Rudolph Ganz, Chicago Musical College, Professor, Music, Appalachian State Teachers College, 1929-
- HERMAN R. EGGERS, A. B., M. A. ----- *Grammar Grade Education*
 A.B., Carson-Newman College, 1932; M.A., Peabody College, 1927; High School Principal and Athletic Coach, 1922-'27; Elementary School Principal, Parker District, Greenville, S. C., 1927-'29; Professor, Grammar Grade Education, Appalachian State Teachers College, 1929-
- D. B. DOUGHERTY, B. S. ----- *Business Manager*
 B. S., Appalachian State Teachers College, 1932
- W. AMOS ABRAMS, A. B., A. M., Ph. D. ----- *English*
 A.B., Duke University, 1926; A.M., Duke University, 1927; Ph. D., Cornell University, 1932; Graduate Assistant in English, Duke University, 1926-'27; Head of English Department, Glen Alpine High School, 1927-'30; Instructor in English, Duke University Summer School at Lake Junaluska, 1928-'29; Professor, English, Appalachian State Teachers College, 1932-
- D. J. WHITENER, A. B., M. A., Ph. D. ----- *History*
 A.B., University of North Carolina, 1922; M.A., *ibid.*, 1923; Ph.D., *ibid.*, 1932; Student Law School, *ibid.*, 1924; High School principal, 1924-1928; Acting head of History Department, Lenoir-Rhyne College, Hickory, N. C., 1928-1929; Teaching Fellow in History, University of North Carolina, 1929-1930; Member of American Association of University Professors and of N. C. Literary and Historical Association, Professor, American History, Appalachian State Teachers College, 1932-
- J. HAROLD WOLFE, A. B., A. M. ----- *History and Sociology*
 A.B., Wofford College; A.M., University of North Carolina; Principal in Public Schools, Union County, S. C., 1927-'30; Graduate Student, University of North Carolina, summer quarters of 1927-1928, 1929; Fellow in History, University of South Carolina, 1930-'31; Graduate Student, University of North Carolina, 1931-'32; Professor, History and Sociology, Appalachian State Teachers College, 1932-
- MAUDE E. CATHCART, B. S., M. A. ----- *Biology*
 B.A., Greenville Women's College, 1926; A.M., Peabody College, 1929; Graduate Student, Peabody, summer quarter, 1930; Professor, Biology, Appalachian State Teachers College, 1930.

- CORA LEMAY, B. S., M. A. ----- *Physical Education*
 B.S., George Peabody College for Teachers, 1931; M.A., *ibid.*, 1932; Physical Education, Tampa, Fla., 1927-28; Physical Education, Natchitoches, La., Teachers College, summer term, 1928; Physio-Therapist, Warm Springs, Ga., spring and summer, 1930; Assistant Physical Education, Peabody, 1931-'32; Physical Education, Appalachian State Teachers College, 1932.
- R. M. WATKINS, B. A., M. A. ----- *Physical Education*
 B.A., Maryville College, 1931; Assistant coach, High Point College, 1931-'32; M.A., Peabody College, 1935; Physical Education, Appalachian State Teachers College, 1932.
- CARRIE SMITH, B. A., M. A. ----- *Supervisor of Reading*
 B.A., Carson-Newman College, 1911; M.A., Peabody, 1931; Twelve years in the Public Schools of Tennessee, Florida and North Carolina; Critic teacher in Elementary Grades, State Teachers College, Florence, Alabama; Substitute Teacher, Demonstration School, Appalachian State Teachers College, Summer, 1932; Supervisor of Reading, Appalachian State Teachers College, 1933-
- EUGENE E. GARBEE, B. A., M. A. ----- *Physical Education*
 B.A., Southwest Missouri State Teachers College, 1930; coach, Missouri high schools two years; Assistant Physical Education Peabody College, 1932-'33; M.A., Peabody College, 1933; Physical Education, Appalachian State Teachers College, 1933.
- THURSA STEED, B. S., M. A. ----- *Physical Education*
 B.S., George Peabody College, 1933; M. A., *ibid.*, 1934; Physical Education - Appalachian State Teachers College, 1934-
- JULIAN YODER, B. S. ----- *Assistant in Chemistry*
 B.S., Appalachian State Teachers College, 1933; Assistant in Chemistry, *ibid.*, 1933; Graduate Student Peabody College, summer, 1935.
- W. M. GRUBBS, B. A., M. A. ----- *History*
 B.A., Wake Forest College, 1927; M. A., University of North Carolina, 1931; History, Mars Hill College, 1927-'30; History, Wake Forest High School and supervising student teachers in History, 1932-'34; History, Appalachian State Teachers College, 1934-
- META LILES, B. S., M. A. ----- *Grammar Grade Education*
 B.S., Woman's College University of North Carolina; M. A., University of North Carolina; teacher city schools, county teacher training schools; Summer schools, Western Carolina Teachers College; Grammar Grade Education, Appalachian State Teachers College, 1934-
- P. O. BREWER, B. A. ----- *Head Coach*
 B.A., Duke University, 1932; Coach Gulfport Miss. High School, 1932-'35; Head Coach, Appalachian State Teachers College, 1935.
- FLUCIE STEWART, B. A. ----- *Assistant Coach*
 B.A., Furman University, 1930; Freshman Coach, *ibid.*, 1930-'35; Coach Appalachian State Teachers College, 1935.

In addition to the regular faculty of the college, several additional members will be added for work here during the summer quarter. The best available will be secured for these positions.

FACULTY

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LIBRARIANS

Mrs. EMMA H. MOORE	<i>Librarian</i>
Librarian, Appalachian State Teachers College, 1915-	
W. L. EURY, A. B.	<i>Cataloguer</i>
A.B., Duke University, 1926; Peabody spring quarter, 1934, 1936.	
MARGARET GIVENS, B. S.	<i>Chief of Circulation</i>
B. S., Appalachian State Teachers College, 1933.	
ALLIE AUSTIN, B. S.	<i>Childrens Literature</i>
B.S., Appalachian State Teachers College, 1934.	

MATRONS

Miss LONA MORETZ	<i>Matron, Lovill Home</i>
Mrs. LILLIE BELLE HARDIN	<i>Matron, New Dormitory</i>
Mrs. V. V. McCONNELL	<i>Dietitian</i>

DEMONSTRATION SCHOOLS

CHAPELL WILSON, *Director*

ELEMENTARY

JOHN T. HOWELL, B. S.	<i>Sixth and Seventh Grade</i>
EULA TODD	<i>Seventh Grade</i>
HAL K. GOODE, B. A., M. A.	<i>Sixth Grade</i>
Mrs. JOHN T. HOWELL, B. S.	<i>Fifth Grade</i>
STELLA AUSTIN, B. S.	<i>Fourth and Fifth Grade</i>
CLYDE GOODMAN, B. S.	<i>Fourth Grade</i>
Mrs. R. L. CLAY	<i>Third Grade</i>
NELLE TRIVETTE	<i>Third Grade</i>
RUTH ROBINSON, B. S., M. A.	<i>Second Grade</i>
JANE G. ELIASON, B. S., M. A.	<i>Second Grade</i>
HELEN FLEMING, B. S., M. A.	<i>First Grade</i>
MARY REID MOORE, B. S., M. A.	<i>First Grade</i>

HIGH SCHOOL

ROY DOTSON, B. S.	<i>Principal</i>
T. A. TENNYSON, B. S., M. A.	<i>Biology</i>
LUCILE MILLER, B. A.	<i>English</i>
Mrs. E. S. CHRISTENBERRY, B. A.	<i>History</i>
E. S. CHRISTENBERRY, B. A.	<i>Mathematics</i>
RUTH RHYNE, B. S., M. A.	<i>Home Economics</i>
JAMES E. MERRITT, A. B., M. A.	<i>History</i>
Mrs. CLAUDE PYATTE, B. A., M. A.	<i>French</i>
MARTHA MICKLE	<i>English</i>

In addition to the regular teaching force the following workers are on salaries:

Mrs. STELLA COFFEY BARNES	<i>Secretary to the President</i>
Mrs. DOUGLAS REDMOND	<i>Secretary to the Registrar</i>
MARY WILLIAMS	<i>Secretary to the Treasurer</i>
MAUDE GREENE	<i>Typist</i>
R. F. TATE	<i>Superintendent of the Power Plant</i>
S. M. AYERS	<i>Electrical Engineer</i>
ROBT. L. BINGHAM	<i>Superintendent of the Farm</i>
B. G. TEAMS	<i>Building Engineer</i>

FACULTY COMMITTEES

The first name appearing in each group is the chairman. The President of the College is a member ex-officio of all committees.

APPOINTMENT—Rankin, Williams, Wilson.

ATHLETICS—Eggers, G. P., Wilson, Hinson.

CAMPUS—Downum, Miss Ledbetter, Sawyer.

CREDITS—Wilson, Howell, Eggers, H. R.

DISCIPLINE—Rankin, Eggers, H. R., Miss Todd.

LIBRARY—Whitener, Wright, Howell, Smith.

PUBLIC PROGRAM—Rankin, Antonakos, Miss Rucker, Miss Wary.

SCHOLARSHIP—Wright, Howell, Smith.

SOCIAL LIFE—Mrs. Hinson, Sawyer, Miss Todd, Miss Weaver.

STUDENT ACTIVITIES—Howell, Hinson, Eggers, H. R., Abrams.

STUDENT TEACHING—Wilson, Dotson, Howell, J. T.

FRESHMEN CLASSIFICATION—Hinson, Abrams, Eggers, G. P., Wolfe, Cathcart, Dale, Wary, Rucker, Yoder, Ledbetter.

UPPER CLASS CLASSIFICATION—Eggers, H. R., Rankin, Wright, Mrs. Hinson, Whitener, Williams, Wilson.

HISTORICAL

The Appalachian State Teachers College had its beginning in the summer of 1899 when a group of far-visioned citizens of Watauga County under the leadership of Messers. D. D. Dougherty and B. B. Dougherty began a movement to establish a good school at Boone. Land was donated by D. B. Dougherty, father of the leaders in the enterprise, and by Mr. J. F. Hardin. On this site, a frame building was erected by contributions from other citizens of Boone and Watauga County. A list of contributors is preserved in the library.

In the fall of 1899, Messers. Dauphin D. Dougherty and Blanford B. Dougherty, acting as co-principals, began the school which was named Watauga Academy. This co-principalship lasted for four years, until the school was made a state institution. In the meantime, Mr. D. D. Dougherty had the administrative side of the school, while Mr. B. B. Dougherty was County Superintendent of Education for Watauga County. The town school was taught in connection with Watauga Academy, for which service Mr. and Mrs. D. D. Dougherty received a salary of \$25.00 for both.

In 1903, after interest in the school had spread to the adjoining counties, Hon. W. C. Newland of Caldwell County introduced a bill in the House of the General Assembly to make this a state school, with an appropriation for maintenance and for building. The measure was, after a hard fight, adopted and passed to the Senate. Here it enlisted the heroic efforts of friends like Captain E. F. Lovill of Watauga, Messers. R. B. White of Franklin County, Clyde Hoey of Cleveland County, E. J. Justice of McDowell County who worked and spoke in favor of the measure. On March 9, 1903, the bill became law, and the Appalachian Training School for Teachers was established.

The General Assembly of North Carolina do enact:

Section 1. That W. C. Fields and A. S. Carson, of the county of Alleghany, J. D. Thomas and T. C. Bowie, of the county of Ashe, Adolphus Taylor and W. P. Horton, of the county of Wilkes, F. P. Moore and J. M. Barnhardt, of the county of Caldwell, Moses H. Cone and E. F. Lovill, of the county of Watauga, and J. R. Pritchard and T. A. Love, of the county of Mitchell, and J. B. Ray and E. F. Watson, of the county of Yancey, are hereby created a body politic and corporate under the name of the Appalachian Training School for Teachers, and as such may sue and be sued, implead and be impleaded in all the courts of the State, may purchase and hold real

estate, receive donations, and do all things useful and necessary to carry out the true intent and meaning of this act.

Section 2. That the said board of trustees shall meet in the town of Blowing Rock, in the county of Watauga, in the month of May after the passage of this act, at the call of the Superintendent of Public Instruction of North Carolina, and shall organize by electing president, secretary and treasurer, and shall meet annually thereafter at a time and place to be fixed by said board.

Other sections state that \$2,000 shall be appropriated annually for maintenance; that \$1,500 shall be appropriated for buildings when a like amount is paid in by private contributors; and that tuition shall be free to those who pledge themselves to teach in the public schools of the state for two years.

The new trustees met in June 1903 and elected Mr. B. B. Dougherty, Superintendent and Mr. D. D. Dougherty, Principal. Then for twenty-two years there followed a period of steady growth, academic development, and valuable service to the State, until 1925, when the Legislature changed the name to *The Appalachian State Normal School*. The appropriation for both maintenance and permanent improvement was greatly increased. Superintendent B. B. Dougherty was elected President, and Principal D. D. Dougherty was elected Business Manager and Treasurer. Unparalleled growth along all lines followed. Four years later, 1929, the Legislature again changed the name to *Appalachian State Teachers College*, increased the appropriation for maintenance and authorized the College to confer "such degrees as are usually conferred by American Colleges." The college plant and property had reached a value of more than \$1,000,000. Dr. B. B. Dougherty was continued as President. Mr. D. D. Dougherty was continued as Business Manager and Treasurer, but he was not permitted long to enjoy the larger institution. He was called to his reward on June 10, 1929, the very day of the first registration for the new college.

ORGANIZATION

The College is organized on the quarter basis, twelve weeks to each quarter. The summer quarter of twelve weeks is divided into half-quarters of six weeks each for the convenience of active teachers and those preparing to teach. The work consists chiefly of the regular courses in the various subjects, and offers attractive opportunities for students to continue their education during the summer. A special summer school announcement is issued in March.

PURPOSE

The purpose of the College is stated in the charter, Section 8: "That the central purpose of the Appalachian State Teachers College shall be to prepare teachers for the public schools of North Carolina." It endeavors to turn out young men and young women who are deeply impressed with the idea that character and service are the highest aims of education.

EDUCATIONAL IDEALS

The educational ideal of the College is, that every child in North Carolina should be taught by one of vigorous health, of high mentality, of thorough scholarship, of high professional spirit, of developed skill in the art of teaching, of pleasing personality and of sterling character.

To this purpose and ideal, the College will devote its entire resources and energy in a whole-hearted manner.

LOCATION

Boone, an attractive mountain town of 1,500 people, is the county seat of Watauga County. It occupies an elevation of 3,333 feet above sea level and is well located as to highways, being a junction point for highways leading out in every direction. No. 60, the Boone Trail Highway, passes eastward through the Wilkesboros, Winston-Salem and Greensboro, 125 miles; westward, through Mountain City, Johnson City and Bristol, Tennessee, 65 miles. No. 17 passes eastward and southward through Blowing Rock, Lenoir, Hickory and Charlotte, 112 miles. No. 69 passes southward and westward through Asheville, Chimney Rock, Greenville and Spartanburg, and northward through Jefferson, Sparta, 50 miles, and into Virginia. These are United States Highways Nos. 221, 331, 421. Over these highways the town is served by the Greyhound and other bus lines. The town is also served by the Eastern Tennessee and Western North Carolina railroad.

The town has complete water and sewage systems, electric lights, and Bell telephone service. Pure spring water piped from the mountain side 600 feet above the school campus, above human habitation, insures purity. The location is surpassed by none for healthfulness.

There are four churches, Advent Christian, Baptist, Lutheran and Methodist. Other denominations contemplate building.

EQUIPMENT

The site:

The Appalachian State Teachers College campus and lands consist of 550 acres, of which about thirty-five acres are in the campus proper,

in the heart of the residential section of Boone. The remainder consists of farm and forest lands just out of town. On these farms are produced most of the vegetables, milk, butter, beef and pork needed in the central dining hall.

Much of the campus is taken up by the seventeen buildings, surrounded by beautiful lawns. A part of it is taken up with tennis courts, volley ball courts, baseball and football fields. Several hundred feet of retaining walls have been constructed from native rock. There is an extensive layout of walkways, constructed of native rock from the nearby hillsides. The campus is second to none in the state in natural beauty and attractiveness.

BUILDINGS

The College has a total of seventeen buildings, along with a number of homes and cottages for workers and barns for its stock and cattle.

Watauga Academy, a two-story wooden building, the beginning of the College, was built in 1899 by the people of Watauga County and generous friends elsewhere. It is now used as one of the high school buildings.

Old Administration Building is a two-story brick structure. It contains offices, classrooms, and a large auditorium.

Lovill Home is a brick building, has seventy-two living rooms, parlors, society halls, rest rooms, and study halls. It is for young women.

Science Hall is a brick structure, with basement and two floors. It has eight classrooms, a science lecture room, and a small auditorium.

White Hall is a new and modern dormitory for young women, with all modern conveniences. It will accommodate 150 young women.

New Dormitory. This building was completed and used for the first time during the summer of 1929. It is modern in every respect and fireproof. It is one of the finest in the state.

Justice Hall is a three-story brick dormitory for men. It has living rooms, society halls and parlors. One hundred young men can be accommodated in it.

Justice Annex is a two-story wooden building erected in 1931. It is well constructed and conveniently arranged for dormitory purposes. It is equipped with modern conveniences and makes a good home for approximately ninety young men. This building is located to the rear of Justice Hall.

Newland Hall is a three-story wooden building. It is equipped with electric lights and running water and steam heat. Forty students can live here.

The six dormitories above are all steam-heated, electric lighted, with running water, both hot and cold, and complete toilet system.

New Administration Building is a three-story brick structure, modern in arrangement and semi-fireproof. It contains offices of the president, registrar, business manager, twenty-one classrooms, library and reading room and a large auditorium. On the first floor are the Home Economics, Physical, Chemical and Biological Laboratories.

The Women's Gymnasium is comparatively new and one of the best in the state. In the basement is a tile swimming pool equipped with water heaters, circulators and filterers, dressing rooms, showers and toilets. On the second floor are rooms for the apparatus and offices for the directors of Physical Education, a large basket ball court, while the third floor has a running track and three living rooms.

The Central Dining Hall is new and equipped with all modern conveniences and appliances for the storage, keeping, preparing and serving meals to a body of college students. It has large cold storage rooms, refrigerating plant and bakery. This modern and completely equipped dining hall is a great factor in supplying wholesome and nourishing food to the students for the small price charged. About 550 students can be accommodated in this dining hall.

The Demonstration School Building was planned especially for this type of work and fulfills our needs for practice teaching admirably. It has eighteen classrooms, eleven of them connected with smaller rooms for practice teaching, an office for the director, a library, an auditorium and a gymnasium.

New River Light and Power Company Building is a rock and concrete building on New River on the Blowing Rock Road. It furnishes light and power to the school, town, and community.

Central Heating Plant is located on edge of campus next to the railroad. It furnishes heat and hot water to the group of buildings on the main campus. It also has a large steam electric plant which is adequate for supplying the school and town electric current in case of an emergency.

New Gymnasium. The young men have exclusive use of this gymnasium. The building is 80x122 feet. It is three stories high and has four classrooms for the department of Physical Education. The basket-

ball court is 50x80 feet. The latest and most approved lighting system known is used to light the playing court. The building contains locker, shower storage and dressing rooms for the varsity, freshman, and visiting teams.

Art and Crafts Building is a large two-story wooden structure located near the young men's dormitory. On the second floor is a wood-working and carpentry plant. This serves the College for needed work and repairs along this line.

In addition to the above there are a number of homes and cottages near by, owned by the College and used by the working force.

LIBRARY

The libraries contain approximately twenty thousand volumes. Of this number about sixteen thousand are in the college library located in the new library building; four thousand in the Elementary Training library and one thousand in the secondary Training School library. All books are catalogued according to the Dewey System. The library is a designated depository for the U. S. Government publications. During each year several hundred of the latest and best books are added to the libraries. All books are especially selected for a teacher college use.

D. D. DOUGHERTY LIBRARY BUILDING

On the campus between the administration buildings and the Demonstration school is a new and modern library building. It was used the first time at the beginning of the spring quarter in 1935. It was planned to include the latest ideas and arrangements and most modern equipment in its furnishings. The stack rooms have accommodation for sixty thousand volumes. The main reading room will accommodate four hundred students at a time. The building together with the equipment is absolutely fire proof. Appalachian library facilities now will compare favorably with similar institutions anywhere in the country. The reading room is open during the school day and in the late afternoon, following the supper hour.

STANDING OF THE COLLEGE

Credits earned in this institution have been accepted on teachers certificates in all states where they have been presented. Our college graduates have been accepted for graduate standing in the leading graduate schools of the country.

THE CHARACTER OF THE WORK

The work offered here is suitable both for college credit toward a

degree and for credit toward teachers certificates of all classes.

- | | |
|--------------------------|---------------------------|
| 1. Primary | 3. High School |
| 2. Grammar Grade | 4. High School Principals |
| 5. Elementary Principals | |

SPECIAL FEATURES OF THE SUMMER SCHOOL CLIMATE

The Appalachian State Summer School at Boone is the highest summer school east of the Rocky Mountains. Boone's altitude of 3,333 feet gives it an elevation of 1,000 feet higher than any other summer school in the south. This assures a summer climate unequaled elsewhere. The days are refreshing and pleasant; the nights require blankets for comfort. Electric fans are not needed; it has been known to frost in July and August. Here is the coolest place south of the Potomac River. Mountains are on every side, their grandeur indescribable. Rich Mountain, nearby, rises 1,500 feet higher than the campus. Here the trees are the greenest; the sky the bluest; the water the clearest. Snow birds build among the Galax and Rhododendron. The teacher who wishes to combine a summer of study with one of recreation in the cool mountain breezes will find opportunities here offered at no other place in the South.

EXPENSES

The College endeavors to hold the students' expenses to the minimum. The necessary school expenses are held within the reach of that great group of people who want their sons and daughters to have the best in education and training, but not with extravagance and the reckless spending of money. Economy in dress, living habits, and in the spending of money, is encouraged. The actual college expenses are as follows:

FEES EACH TERM

Board in Central Dining Hall, for those only who room in the dormitories	\$22.50
Room in Lovell Home	\$4.00 to 5.00
(Lovell will not be open unless necessity requires.)	
Room in Men's Dormitory	4.00 to 5.00
Room in White Hall	6.00 to 8.00
Room in New Dormitory	8.00 to 10.00
Registration fee for term of six weeks	5.00
Act-Library fee for term of six weeks	2.50
Tuition for students outside of N. C.	6.00
Tuition for students in N. C.	4.00

Plans are under discussion for opening a Cafeteria on the campus. This would give opportunity for one to Central Dining Hall and the Cafeteria service.

Extra fees are charged for the science and art courses. After registration is completed, a charge of fifty cents will be made for a change in a student's course of study.

A later registration fee of \$1.00 will be made for students registering after the second day of each term.

The above fees for rooms are for two persons to the room. It includes light, hot and cold running water. Each room is furnished with plain but substantial furniture, including a double mattress.

Students must furnish their own bed linens, blankets, pillows, towels and necessary toilet articles. Students are required to keep their rooms in a clean and sanitary way.

The higher rates for rooms in the dormitories are for the front and corner rooms. In writing for room reservation students should indicate type of room desired. Assignments to dormitories are made in order as requests are received.

Persons desiring a room in any dormitory should send \$3.00 with their request for reservation. This amount will be held as a room deposit and will be returned to the student only at commencement or upon graduation at the close of either term less any damage to the building or furniture. In no case will this reservation fee be refunded unless the student notifies the college at least one week before the term opens for which the reservation was made.

BOARD AND ROOM IN HOMES

Students who prefer board and room in private homes can find ample and satisfactory accommodations in the town for several hundred students. The rates in town are slightly higher than the dormitory rates, usually from about \$32.50 to \$40.00 per term of six weeks. A representative of the College will be on duty during the opening days of each term to assist students who may desire board and room in private homes, to secure desirable and satisfactory accommodations.

REGULATIONS REGARDING WORK IN COLLEGE

Amount of Work in College. Since the summer term is an integral part of the college work, the same standards prevail during the summer as during the regular term as to the amount of work one will be permitted to take, and the quality of work to be done.

Students will be permitted to take nine quarter hours. (six semester hours) each term. No student will be permitted to take more than this amount of work, unless the student has shown superior ability as a student in this institution. Requests for permission to

take more than this amount of work will be passed upon by the scholarship Committee.

The College reserves to itself the right to refuse graduation to any one whom it deems unworthy of the diploma of the institution, or unsuitable for a teacher in the public schools. Admission to college does not carry with it admission for graduation.

The College is not responsible for the personal accounts made by students, nor for accidents or injuries befalling students while attending the college.

SCHOLARSHIP

The standing of a student is indicated by letters, as follows:

- A which represents a superior type of work.
- B which represents an excellent type of work.
- C which represents an average type of work.
- D which represents a fair type of work.
- E which represents a passing type of work.
- F which represents a failure.
- Inc.—Incomplete.
- Cond.—Conditioned.

A report of "incomplete" means that the student's grade is withheld pending the completion of some required work on account of illness or other unavoidable circumstances.

A report of "condition" means the student's grade is withheld pending the completion of some required work in which he is delinquent without good reason.

Unless a time limit is set for the removal of "incompletes" and "conditions," students are given one year to remove them. If not removed at the end of one year, they become failures automatically.

Not more than one-fifth of the total number of credits required toward graduation shall be of E rank.

GRADE POINTS are given as follows:

For grade A, three grade points per credit; for grade B, two grade points per credit; for grade C, one grade point per credit; for grade D, no grade point; for grade E, minus one grade point per credit.

In order to be graduated, a student must have as many grade points as the number of credits required.

* A student will be graduated "with honor" if he has twice as many grade points as credits.

A student who has two and one-half as many grade points as credits, with no E grades, will be graduated "With Highest Honor."

A student who comes up for graduation with not less than 90 per cent of the required number of grade points may be allowed to

continue his work until the required number of grade points is secured. When the required number of grade points is secured, the student may be allowed to graduate.

The examination system of the College is conducted in the same manner as that of any college of good standing. A student who has made a consistently poor record in class may be excluded from the privilege of the final examination.

CLASSIFICATION OF STUDENTS

A student must have credit for forty-five hours work and forty-five grade points before he may be classified as a sophomore. Likewise, he must have ninety-five credit hours and ninety-five grade points before he may be classed as a junior and one hundred and forty-two hours credit and one hundred and forty-two grade points before he may be classed as a senior.

SENDING OUT CREDITS

The College upon request sends to the state department of education, without charge, necessary reports of work done here for certificate credit. Also, upon request and without charge, one complete transcript will be sent to another institution. For additional transcript, a charge of \$1.00 will be made. The college does not send out official records to individuals, but only to other recognized institutions. No credits will be sent out until all school bills have been paid.

TRAINING DEPARTMENT OF THE COLLEGE

A. ELEMENTARY SCHOOL.

This school is in the demonstration school building adjacent to the campus. Here is a well organized and adequately equipped school of seven grades from the first to the seventh, inclusive. It has an enrollment of about three hundred and seventy-five children, with eleven teachers and a supervising principal. The building was especially planned for practice teaching. It contains eighteen class rooms, eleven of which have two small rooms, connecting for student-teaching purposes. In it is an office for the principal, a library with approximately three thousand volumes, a large auditorium, and a gymnasium. It is equipped with modern seating equipment, electric lights, running hot and cold water, and shower baths. During the fall of 1929 some playground equipment was placed on the ground, and a late model and complete visual education outfit, together with a Victrola, were added to its equipment.

B. HIGH SCHOOL

The practice work in this department is done in the Boone High School. This school is in one of the College buildings located on the campus. It is a standard high school, employing ten teachers, and has an enrollment of three hundred and twenty students. This gives the student-teacher an opportunity of teaching in a typical small city high school. The high school library contains approximately one thousand volumes.

STUDENT TEACHING

All students desiring to do student teaching in the two-year course must be qualified sophomores before beginning the work. All students desiring to do practice teaching in the four-year courses must be qualified seniors before beginning the work. Students who have failures or conditions in academic work which affects subjects to be taught in the demonstration schools, or are noticeably weak in scholarship in these subjects, are barred from student teaching until such failures and conditions are made up.

Absences from work in the demonstrations schools by a student teacher is justified only by sickness or extreme need in the nature of an emergency. In every such case an excuse must be filed with the director of the demonstration schools. When students are ill or otherwise unable to meet their classes in the demonstration schools, they must notify the director and the critic teacher in sufficient time to enable them to provide a substitute.

Student teachers are assigned work by the critic teachers and director. They are required to prepare thoroughly for the work assigned them; to prepare lesson plans on the work to be taught, and hand them to the critic teacher under whom they are teaching before they teach the assigned lesson.

The student teachers meet at least once each week, more if deemed necessary, with the critic teacher with whom he is working. The entire group of student teachers meet with the supervising principal once each week.

HONOR TEACHING

At the close of each quarter's work, the training or critic teacher of each grade may choose from the student teachers who have been working with her, the one who has shown herself the most efficient from the standpoint of scholarship, teaching ability, and general power in school management, to act as her assistant the succeeding term. No student shall be selected whose scholarship is below "B."

The student so selected shall be called the Honor Teacher and the work done may be substituted for a required course or used as a free elective. Honor teachers will be expected to give two hours each day to the work in the grade for which they have been chosen. Assisting the teacher in giving model lessons, critic work, and the details of classroom management will constitute a part of the routine. Credit up to four hours may be had for this work.

THE PLACEMENT OF TEACHERS

One of the important functions of a teachers college is to place its product in positions. In this placement work there are two factors to be considered, viz.: the teacher to be placed and the community to be served. Those in charge of this work must know both, otherwise unfortunate recommendations might be made.

Selection of candidates for vacancies is made after a careful examination of the credentials on file in the office, and frequently only after personal conferences with the different faculty members concerning special abilities which the candidate might have or might not have. Candidates are never recommended for positions unless the committee feels confident that the candidate is equal to the position and has good promise of becoming a successful teacher in this position.

Judgment as to a candidate's fitness is based upon statements received from the several faculty members in the college, from the critic teachers in the training schools, and the supervisors of the dormitories. Every effort possible is made to *know* our students before they are recommended for places.

This placement service is free to both the students and school officials. Any school official needing a teacher is invited to make use of this service. Any service possible will be cheerfully rendered and without cost or obligation.

Positions for which teachers are prepared:

- Teachers of Physical Education for Boys
- Teachers of Physical Education for Girls
- Teachers of Biology
- Teachers of Mathematics
- Teachers of Chemistry
- Teachers in High Schools
- Teachers of Geography
- Teachers of Physics
- Teachers of French
- Teachers of English
- Teachers of History
- Teachers in Junior High Schools
- Teachers of the Grammar Grades
- Teachers of the Primary Grades

COURSES OF STUDY

In order to be of the greatest possible service to the educational forces of the state; to train and prepare young men and young women for the above fields of service; to carry out the fundamental purpose of the institution; The Appalachian State Teachers College has provided and is offering the following courses of study:

1. Two Year Primary Course, leading to Primary "B" Certificate.
2. Two Year Grammar Course, leading to Grammar Grade "B" Certificate.
3. Four Year Primary Course, leading to B. S. Degree and Primary "A" Certificate.
4. Four Year Grammar Grade Course, leading to B. S. Degree and Grammar Grade "A" Certificate.
5. Four Year Course in Physical Education, leading to the B. S. Degree and High School "A" Certificate.
6. Four Year Course in Mathematics, leading to the B. S. Degree and High School "A" Certificate.
7. Four Year Course in Science, leading to the B. S. Degree and High School "A" Certificate.
8. Four Year Course in English, leading to the B. S. Degree and High School "A" Certificate.
9. Four Year Course in History, leading to the B. S. Degree and High School "A" Certificate.
10. Four Year Course in French, leading to the B. S. Degree and High School "A" Certificate.

Note: In order to graduate, a student must qualify in at least two fields. Any combination of the above may be taken.

COURSES LEADING TO NORMAL GRADUATION

<i>Core</i>	<i>Primary Course</i>		<i>Grammar Grade Course</i>	
SUBJECT	FRESHMAN	SOPHOMORE	FRESHMAN	SOPHOMORE
Art 1	2, 3	8	6, 7	8
Biology 1, 2, 3		7		8
Education		1,2,8,9,10,14,16		3,6,8,9,10,13,14,16
English 1, 2, 3		12		14
Geography		1		1, 3
History 1, 2, 3				
Music 1	2, 3	8	6, 7	8
Phy. Ed. 1, 2, 3		6, 10, 12, 24		6, 13, 25
Psychology 1, 2, 3		5, 8		5, 8
Sociology		1		1
Writing		1		1

Note: All courses in core are freshmen courses

ADDITIONAL COURSES TO COMPLETE B. S. DEGREE AFTER ABOVE

<i>Core</i>	<i>Primary Course</i>		<i>Grammar Grade Course</i>	
SUBJECT	JUNIOR	SENIOR	JUNIOR	SENIOR
Biology				4, 5, 6
Economics		1		1
Education		18, 19, 12		17, 18, 19
English	4, 5, 6, 11, 15	7, 8, 9	4, 5, 6, 10, 11	7, 8, 9
Geography	2, 3	5	2, 5	
Government		1		1
History			4, 5, 6	
Home Economics	8, 9			
Music		12		12
Physical Education	7, 8, 9,		7, 8, 9	
Psychology	4			
Science (elective)	One year			

Sufficient electives to make 198 quarter hours

FOUR YEAR CURRICULA FOR ELEMENTARY TEACHERS

Core for both Primary Course and Grammar Grade Course

SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Art	1	8		
Biology	1, 2, 3	4, 5, 6	7 or 8	
Economics				1
Education			19	8,9,10,14,16,17,18
English	1, 2, 3	4, 5, 6	7, 8, 9	
Government				1
History	1, 2, 3			
Music	1	8		12
Physical Education	1, 2, 3		7, 8, 9, 13	
Psychology	1, 2, 3	5		8
Sociology		1		
Writing		1, 2		

Sufficient electives for a total of 198 quarter hours. No electives first year.

ADDITIONAL COURSES FOR GRADUATION IN EACH FIELD

[illegible]

FOUR YEAR CURRICULA FOR HIGH SCHOOL TEACHERS

Core		Elective		
SUBJECT	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
Biology	1, 2, 3			3, 3, 3
Economics				8a, 9a, 15, 18, 7a
Education				or 16a
English	1, 2, 3	4, 5, 6 or 7, 8, 9	11	
Geography		4, 5		1
Government				1
History	1, 2, 3			
Sociology				1
Physical Education	1, 2, 3	4, 5, 6	7, 8, 9	
Psychology			1, 2, 3	

For all except Science majors: One continuous year of some science

ADDITIONAL FOR B. S. IN PHYSICAL EDUCATION

Education				28
Physical Education	10, 11, 12	13, 15	16, 18, 19 20, 23	14, 30, 35, 36, 37

Physical Education 31, 32, 34 for all boys and 22, 33 and 39 for all girls
Sufficient Physical Education electives for 45 hours

ADDITIONAL FOR B. S. IN MATHEMATICS

Education	3	1, 2, 3	7, 8, 9	20
Mathematics		1, 2, 3	7, 8, 9	
Physics		1, 2, 3	7, 8, 9	

ADDITIONAL FOR B. S. IN SCIENCE

Biology		4, 5 , 6		
Chemistry	1, 2, 3		4, 5, 6	
Education				21, 22, 23
Geography			4 , 5 , 6	
Physics		1 , 2 , 3	4, 5, 6	

$\begin{array}{r} 1 \\ 7 \\ 8 \\ 8 \\ 8 \\ 8 \\ 8 \\ 8 \\ 9 \\ 8 \\ 6 \\ \hline 775 \end{array}$

ADDITIONAL FOR B. S. IN FRENCH

Education French	1, 2, 3	4, 5, 6	7, 8, 9	26
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One year additional work in French if student has no high school French
 One year additional English required of all French students

ADDITIONAL FOR B. S. IN HISTORY

Government Education Geography History		4, 5, 6 or 18	8, 10, 11, 12	2 or 24 6
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Elective: ~~6~~ hours — N. C. History, Economics, Sociology, or American History

ADDITIONAL FOR B. S. IN ENGLISH

Education English			7, 8, 9 or 4, 5, 6, 10	25
English elective French	4, 5, 6			6 hours

Note 1: In any of the foregoing courses sufficient electives must be taken to make 198 hours.

Note 2: It is required that a student qualify for certification in at least two fields.

DEPARTMENTS OF INSTRUCTION

ART

ART 1. *Fundamentals of Drawing.* Two hours.

The aim of this course is to teach the fundamental principles of drawing, design, lettering, composition, and color harmony in their application to dress, home, school, and community interests around them; to give students facility and confidence in their ability to draw and illustrate on the blackboard, paper, etc., a wide range of school subjects. Both Terms.

ART 2. *Drawing for Primary Grades.* Two hours.

The aim of this course is to give a knowledge of forms familiar to primary grades, to adapt these to simple applied designs. Emphasis is placed on simple problems suitable for primary grades, such as nature drawing, simple lettering, poster making, color study, etc. First Term.

ART 3. *Industrial Arts for Primary Grades.* Two hours.

This course means more than the commonly conceived notion of "handwork, busy work, etc." "Industrial Arts Education should give to the child an acquaintance with raw products of nature, and the changes made in them so that they may be more usable for food, clothing, shelter, utensils, records as books, tools, machines, etc." The manipulation and work with clay, textiles, wood paper, food, printing, should give the child an understanding of these industries and develop standards and good taste. Second Term.

ART 6. *Drawing for the Grammar Grades.* Two hours.

Effort is made to show the relation of drawing to the technique and the teaching of other subjects. In doing this such general topics and principles as the following are considered: Color harmonies and perspective principles of design, illustration and composition, picture study and art appreciation, freehand lettering, poster arrangement, cardboard construction, etc. First Term.

ART 7. *Industrial Arts for the Grammar Grades.* Two hours.

This course is similar to Arts 3, but the contents are worked out so as to meet the needs of grammar grade pupils. Second Term.

ART 8. *Art Appreciation.* One hour.

A study of the principles of Art as shown in the masterpieces of painting, sculpture, and architecture, with emphasis on showing how the art of a nation reflects its growth. How to teach picture study in the grades is one of the applied problems in this course. Both Terms.

ART 9. *Lettering.*

Two hours.

This is a study in the principles of lettering in various styles, simple letter form, spacing, design, manuscript writing, the unical and half unical alphabets, a study of the poster, and a historical development of lettering. First Term.

ART 10. *Decorative Design.*

Two hours.

An elementary course in the study of line, mass, and color as applied to various surfaces and forms. The aim of the course is to stimulate the student's creative ability and develop his power of appreciation. Second Term.

ART 11. *Clay Modeling.*

One hour.

A study of the principles of form, rhythm, and proportion as applied to objects developed in the round, with clay, soap, and other materials as mediums. The work is done from studies of animals and from the human figure. First Term.

BIOLOGY

BIOLOGY 1-3. *General Biology*

Nine hours.

Introduction to the subjects sciences. A foundation course for later study in botany, zoology, physiology, psychology. Topics: Nature and scope of general biology, nature life, protoplasm, cell structures, cell nutrition, cell reproduction, cell behavior, origin, Lamarchism, evolution, Darwinsim, mutation theory, mendelism, etc.

Note: The above course is the same as Biology 1, 2, and 3 in the regular year and will require the same amount of work. No registrations will be accepted or credit given for six weeks' in this course. Students desiring this course must register the first term and continue through the second term.

Five recitation and four two-hour laboratory periods per week.

Laboratory fee, \$1.50 per term.

BIOLOGY 4. *General Botany.*

Three hours.

This is an elementary study of the structure and function of flowering plants and their relation to man. Students who can elect but one botany course for its cultural value are advised to take this one. The course includes a study of the structure, character, and functions of roots; the structure and function of stems and their industrial applications, such as the color of woods and grain in lumber; the nature and functions of leaves; the structure of flowers and fruits and their relation to mankind. The whole aim of this course is to give students not only a scientific knowledge of the structure and function of our common plants, but also an appreciation of the large place which they hold in serving man and beautifying the earth. First Term.

BIOLOGY 5. *General Zoology.*

Three hours.

This study will be devoted to the vertebrates and the theories of their origin and development from lower forms. Stress will be laid on comparative structure and function. Time will be given for a discussion of adaption to environment and of the inter-relations of the vertebrates to a given environment. The course will close with a discussion of geographical distribution, and its effects on animal life. Second Term.

BIOLOGY 6. *General Bacteriology.*

Three hours.

Prerequisites: Biology 1, 2 and 3, or equivalent.

This course treats of the morphology and classification of bacteria, yeasts and molds, their effects on food and their relationship to man. Especial emphasis is placed upon the relation of molds and yeasts to foods and cookery, and upon disease-producing effects of micro-organisms. A study is made of the bacterial count of milk and water, and methods by which they are contaminated. This course is organized into units. Each unit includes assigned readings, laboratory, and investigational work. First Term.

BIOLOGY 7. *Nature Study. Primary.*

Three hours.

This course is designed to give the primary teacher an acquaintance with and a sense of how to use educationally the natural materials that are a part of the environment of every child. Nature study through observation, studying the common plants, animals, flowers, trees birds and wild animals. How to collect, organize and present nature study materials to the primary grades. Both Terms.

BIOLOGY 8. *Nature Study. Grammar Grade.*

Three hours.

This course has the same purpose and is worked out along the same general lines as Biology 7, but is worked out so as to meet the needs of the grammar grade teacher. Both Terms.

BIOLOGY 9. *Genetics.*

Three hours.

An advanced course in the study of the problems of genetics and eugenics. The study involves a consideration of the more recent advances in these fields. Students of education and sociology will find the work of particular interest and value. Second Term.

EDUCATION 21. *Teaching of Biology.*

Two hours.

A consideration of the science movement in secondary schools and its educational results. A study is made of the fundamental laws of thinking as applied to science teaching. Opportunity will be given for examination of the research literature in the field of science instruction. Materials, texts, and reference books are considered and a suggested

course in high school biology is compiled. Methods of instruction are treated, together with laboratory equipment and supplies. Prerequisites: Biology 1, 2, 3, 4, and 5. Both Terms.

CHEMISTRY

CHEMISTRY 1-3. *General Chemistry*. Nine hours.

This course has for its aim the giving of a broad conception of the fundamental principles, laws, and theories of chemical action, thereby laying the foundation for further study in the subject. A detailed study is made of the elements, oxygen, hydrogen, nitrogen, halogens, carbons and other compounds.

Note: This course is the same Chemistry 1, 2, and 3 in the regular year and will require the same amount of work. No registration will be accepted or credit given for six weeks' work in this course. Students desiring this course must register the first term and continue it through the second term.

Five recitation and four two-hour laboratory periods per week.

Laboratory Fee, \$1.50 per term.

CHEMISTRY 4. *Organic Chemistry*. Three hours.

Prerequisite: Chemistry 1, 2, and 3, or their equivalent.

This is a basic course in organic chemistry. The work of this quarter will be devoted to a study of the aliphatic compounds.

Two laboratory periods and four recitation periods per week.
First Term.

CHEMISTRY 5. *Organic Chemistry*. Three hours.

A continuation of Chemistry 4. During this quarter work will be devoted to a study of the organic compounds. Prerequisites: Chemistry Second Term.

Two laboratory and four recitation periods per week.

CHEMISTRY 6. *Qualitative Analysis*. Three hours.

A systematic separation of metals and non-metals from unknown solutions and study of the principles of compounds, solution and mass action. First Term.

Two laboratory and four recitation periods per week.

CHEMISTRY 7. *Quantitative Analysis*. Three hours.

Prerequisite: Qualitative Analysis. A course which treats of the theory and practice of qualitative analysis. The laboratory work consists of practice in gravimetric and volumetric methods. Second Term.

CHEMISTRY 9. *Teaching High School Chemistry.* Two hours.

This course is especially designed for students preparing to teach chemistry in high school. The subjects stressed are: fundamental chemical theories, problems, laboratory equipment and technique, the history of chemistry and the psychology of chemistry. Both Terms.

EDUCATION

EDUCATION 1. *Teaching of Primary Reading.* Three hours.

This course is designed to furnish the student an understanding of the best methods of reading to children in the first three grades. It included a brief history of the teaching of beginners to read, including alphabet, phonic, word, and sentence methods; the psychology of the reading process; the formation of right habits initially; the classification of difficulties and suitable techniques for overcoming these difficulties; the importance of methods of conducting oral and silent reading classes; the value of and gradation of phonic work; standards for judging the worth of textbooks for grades one, two, and three; the use of standardized primary reading scales. Demonstration lessons are observed and analyzed. Both Terms.

EDUCATION 2. *Teaching of Social Studies.* Three hours.

The observance of the anniversaries of historic days, stories and activities relating to Indians and early settlers, stories of Eskimos and of early man; civic virtues chiefly through cooperation in keeping the schoolroom and school yard clean and orderly, but reaching out to cooperation with other groups. Stories, memory gems, songs, games, pictures, and various forms of constructive handwork are utilized to arouse interest, deepen impressions, and fix what has been taught. Both Terms.

EDUCATION 3. *Teaching of Social Studies.* Three hours.

This course deals with materials and methods of social studies in grades four, five, six, and seven. Stories, pictures, books, maps, post cards, and a projector are made frequent use of in the work which includes stories of our own country and of our European background; civic virtues leading out to community cooperation and vocational civics. The purpose is to equip the prospective teacher in such a way that children may be informed about history and present social relationships in a way that makes for citizenship. Both Terms.

EDUCATION 4. *Primary Materials and Methods.* Three hours.

This course deals with the materials and methods of instruction in the primary grades; a study is made of the activity curriculum as set

forth in progressive primary schools where the traditional curriculum is being modified by the problem-solving or project type. Attention is given to some specimen enterprises of school children and how to judge their work. Some consideration is given to the organization of the project with regard to the curriculum content, learning, materials, and methods. Both Terms.

EDUCATION 5. *Teaching of Number—Primary.* Three hours.

This is a course for teachers in primary grades and deals with the ways and means of developing number ideas, of associating number symbols therewith, and of developing skill in manipulating these symbols intelligently. The work includes the fundamental number facts and processes of addition, subtraction, multiplication, and short division with integers, the decimal system of numbers, and the use of very simple fractional parts of numbers. The emphasis is placed on the *how* of the learning of number by children. The history of the teaching of number is also included in this course. Both Terms.

EDUCATION 6. *Teaching of Arithmetic—Grammar Grade.* Three hours.

This course relates specifically to the teaching of arithmetic in grades four, five, six, and seven. The fundamental processes are applied to larger numbers, accuracy and speed become motives, denominate numbers are introduced, the utilization of fractions is widened and deepened, etc. Children of this age are interested in the utilization of arithmetical knowledge by people in all kinds of business affairs. To direct this interest in such a way as to develop an intelligent understanding of arithmetical processes and problems in the world about them and to develop skill in these processes is the work of the teacher. To develop in the prospective teacher the ability to do this is the object of this course. The giving, scoring, and diagnostic use of arithmetical tests as well as a brief history of the teaching of arithmetic are included in this course. Both Terms.

EDUCATION 7. *Principles of Teaching.* Three hours.

This course deals with fundamental principles and methods of teaching in the elementary grades. It attempts to show how efficiency and economy in instruction may be attained by adapting instruction to contemporary social needs and through the application of the principles of psychology and scientific business management to teaching. Emphasis is placed upon the specific application of the principles and methods to the different elementary school subjects. Second Term.

EDUCATION 7a. *Principles of Teaching—High School.* Three hours.

Similar to course above in principles and methods but contents are for the high school grades. First Term.

EDUCATION 8. *Educational Measurements.* Two hours.

Investigation of traditional methods of testing and promoting children; study of scientific testing in each of the elementary school subjects with an examination of some of the most widely used tests now published. Study of typical intelligence tests and at least one group test of intelligence. Practical application of the foregoing is made in the training school. Both Terms.

EDUCATION 10. *School Management—Elementary School.* Three hours.

This course attempts to give the teacher a broader view of education and a better understanding of the principles of it. The work here is given at the time practice teaching is done. Many of the problems discussed are those that come up while practice teaching is being done. Both Terms.

EDUCATION 12. *Kindergarten—Primary Theory.* Three hours.

This course deals primarily with kindergarten-primary aims, purposes, techniques, and equipment. Special attention is given to modern tendencies in kindergarten-primary practices, and particularly to the relation of the kindergarten to the primary grades. Observation in the training school is a prominent feature of the course. Both Terms.

EDUCATION 13. *Teaching Grammar Grade Reading* Three hours

This course deals with the fundamental skills which children must acquire in order to become efficient readers. Attitudes, technique and suitable materials are stressed. Both Terms.

EDUCATION 13b. *Advanced Course in Grammar Grade Reading.*

Three hours.

This course is for experienced teachers only and gives credit toward raising certificates or for electives toward graduation. It takes up modern methods of teaching. Present day needs, the newest materials, tests, etc. are discussed. Special stress is placed on instructing the child who has failed to make normal progress in learning to read. Students who have had Education 13 during the past three years are not eligible to register for Education 13b. Both Terms.

EDUCATION 16. *Principles of Education.* Three hours.

This course will analyze current educational procedures to discover the principles involved therein. These principles will then be examined in the light of their historic development and also in terms of their realization in current educational practices in this and other modern nations. Second Term.

EDUCATION 17. *Supervision and Administration of Elementary Schools.*

Three hours.

This course is designed to acquaint the student with the larger

problems of the elementary schools which are included under the terms supervision and administration, and to prepare the student for service in these fields. Some of the leading topics to be considered are: Graduation, promotion, reports and their interpretation, relation to health officer, attendance officer and parents, re-arranging curricular material for seasonal and local reasons, teachers' meetings, the formation of right attitudes, the development of school spirit, etc. First Term.

EDUCATION 19. *History of Education in the United States*, Three hours.

This course aims to give sufficient historical knowledge of the development of educational institutions and the public school system of the United States to enable teachers intelligently to approach the present educational problems. Second Term.

EDUCATION 20. *Teaching High School Mathematics*. Three hours.

For a description of this course, see the Department of Mathematics.

EDUCATION 21. *Teaching Biology*. Two hours.

For a description of this course, see the Department of Biology.

EDUCATION 22. *Teaching Chemistry*. Two hours.

For a description of this course, see the Department of Chemistry.

EDUCATION 23. *Teaching Physics*. One hour.

For a description of this course, see the Department of Physics.

EDUCATION 24. *Teaching History*. Three hours.

For a description of this course, see the Department of History.

EDUCATION 25. *Teaching English*. Three hours.

For a description of this course, see the Department of English.

EDUCATION 26. *Teaching French*. Three hours.

For a description of this course, see the Department of French.

EDUCATION 28. *Teaching Physical Education*. Three hours.

For a description of this course, see the Department of Physical Education.

EDUCATION 30. *Elementary School Administration*. Three hours.

This is a course in the organization and administration of the elementary school. Both Terms.

EDUCATION 31. *Supervision of the Elementary School*. Three hours.

A course in the supervision of the elementary school subjects. The emphasis will be placed on Arithmetic, Reading, History and Geography

but some consideration will be given to Music, Art and Physical Education. Both Terms.

EDUCATION 32. *High School Administration.* Three hours.

This is a course in the fundamentals of the organization and administration of the modern high school. Both Terms.

EDUCATION 33. *High School.* Three hours.

A course in the supervision of the high school subjects. Both Terms

EDUCATION 34. *Extra Curricular Activities.* Three hours.

A course dealing with the extra curricular activities which the modern high and elementary schools are expected to carry out as a part of the present day educational program. Both Terms.

EDUCATION 35. *Character Education.* One hour.

A discussion of the underlying principles of character education. First two weeks first and second terms.

EDUCATION 36. *Building A School Spirit.* One hour.

A discussion and formulation of principles and practices used in building up a school spirit and morale. First two weeks first and second terms.

EDUCATION 37. *Teaching in the city school.* One hour.

A course to acquaint teachers with the work from the city point of view. First two weeks first and second terms.

EDUCATION 38. *Professional Ethics.* One hour.

The ethics which are essential to putting teaching on a really professional basis. Second two weeks first and second terms.

EDUCATION 39. *High School Athletics.* One hour.

A discussion on the best types of athletics, the organization and management of same in different size high schools. Second two weeks first and second terms.

EDUCATION 40. *The Teachers Recovery Program.* One hour.

A discussion of the problems which confront the teacher in a financial, professional, and personal recovery program. Second two weeks first and second terms.

EDUCATION 41. *The Teachers Financial Program.* One hour.

A study of the several different forms of savings and the returns on each which should interest teachers. Third two weeks first and second terms.

EDUCATION 42. *North Carolina School Law.* One hour.

A discussion of the North Carolina Law. Third two weeks first and second terms.

EDUCATION 43. *The Teacher and the Community.* One hour.

What the community expects of the teacher; how the teacher can best serve the community. Third two weeks first and second terms.

EDUCATION 44. *Observation.* Two hours.

This course will deal with observation and evaluation of teaching in the primary grades. A good part of the time will be spent in observing the primary teachers in the elementary training school. After the class has visited the training school it will meet with the teacher in charge of the course, and the primary teacher which they observed for conference on the work. Both terms.

EDUCATION 45. *Observation.* Two hours.

This course will deal with observation and evaluation of teaching in the grammar grades. A good part of the time will be spent in observing the grammar grade teachers in the elementary training school. After the class has visited the training school it will meet with the teacher in charge of the course, and the grammar grade teacher which they observed for conference on the work. Both terms.

EDUCATION 46. *Diagnostic and Remedial Teaching in the Grammar Grades.* Three hours.

In this course the following topics will be discussed: causes of maladjustment, adapting instruction to the individual differences, the nature and techniques of educational diagnosis, and diagnostic and remedial teaching the different subjects in the grammar grades.

ENGLISH

ENGLISH 1. *Grammar and Composition.* Four hours.

This is a fundamental course in college composition, presenting a careful study of the basic facts of technical English. It attempts to correct the errors of both written and spoken language, to discover logical and historical reasons for correct language forms, and to develop skill in recognition and use of these forms. Intensive reading is required. This is a prerequisite to any other course in English. First term.

ENGLISH 2. *Composition.* Four hours.

This is a continuation of English 1. Offered first term.

ENGLISH 3. *English Composition.*

Four hours.

This is a continuation of English 2. Offered second terms.

ENGLISH 4, 5, 6. *English Literature.*

Nine hours.

A review course showing the development of the language in successive periods as an expression of the life and thought of the respective periods. History, language forms, and social ideals will be stressed. An extensive reading as possible will be required, with report and theme work. This is a twelve weeks course. No registration accepted for second term.

ENGLISH 7. *History of American Literature.*

Three hours.

A survey in the history of American Literature showing the thoughts and feelings of the people as expressed in their writings. The reading of selections to illustrate the various periods is required. First term.

ENGLISH 8. *American Prose.*

Three hours.

The work in this course will be taken up with the chief American prose writers. A study is made of Irving, Cooper, Hawthorne, Lowell, Emerson, Thoreau, Holmes and some of the writers of lesser note. Second term.

ENGLISH 9. *American Poetry.*

Three hours.

The work of this course will be taken up with the chief American poets. A rather intensive study is made of Bryant, Poe, Emerson, Longfellow, Whittier, Holmes, Lowell, Whitman and Lanier. Second term.

ENGLISH 10. *Speaking and Debating.*

Three hours.

This course will seek to prepare students for public occasions: the organizations of community clubs, societies, and general group leadership. Drill will be given in outlining and assembling material, in presentation, in debating, and in parliamentary usage. First term.

ENGLISH 11. *Contemporary Literature.*

Three hours.

An appreciation course dealing with the literature of the twentieth century. Much good literature is being produced every year. After students leave school, it is just the current literature that they will be reading, if they read at all. This course helps them to form a discriminating taste for reading and to acquire a liking for reading, so that after they leave college they will be alive to what the world is thinking, doing, feeling, and saying. Second Term.

ENGLISH 12. *Literature for Children.*

Three hours.

This course is designed to help the teacher appreciate, choose and

present to the early grades the literature of childhood. A survey and classification will be made of Mother Goose, folk and fairy tales, myths, legends, fables, hero tales, nature and realistic stories; also a study and classification of the poetry of childhood. Both Terms.

ENGLISH 14. *Literature and Language.*

Three hours.

This course includes an acquaintance with the best poems and stories for the grammar grades, also instruction in the teaching of those forms of oral and written language which are of high social utility. Both terms.

ENGLISH 15. *Oral Expression.*

Three hours.

This course is in part the regular Normal course in oral expression with emphasis upon intonation and voice placing so that the prospective teacher may be trained to give commands clearly, resonantly, and without strain. Theory and practice are given in the proper use of chest muscles and of the articulation. First Term.

ENGLISH 17. *Shakespeare's Tragedies.*

Three hours.

A careful study of several of Shakespeare's outstanding tragedies; King Lear, Othello, Macbeth, Hamlet, Antony and Cleopatra, Cymbeline, and Coriolanus. Others are read for collateral purposes. First Term.

ENGLISH 18. *The Romantic Movement.*

Three hours.

The poetry of the late eighteenth and the early nineteenth century is studied in relation to the contemporary trend in literary criticism, philosophy, and politics. Most of the time is spent upon Wordsworth, Coleridge, Scott, Keats, Shelly, and Byron. Second Term.

ENGLISH 20.

Three hours.

The History of English Drama from Its Beginning to 1642 (Shakespeare not included). This course is meant primarily for those students who will teach English in high school. It acquaints the student with the history, development, and interpretation of the drama from its origin in the church to its decline and death in 1642. First Term if sufficient demand.

ENGLISH 21. *English Drama.*

Three hours.

The origin of the drama; mysteries, saint-plays, moralities, folk-plays, and interludes, stage craft. Second Term if sufficient demand.

EDUCATION 25. *Teaching of English.*

Three hours.

This course is designed for the student who is making English his major subject. It deals with the problems and methods of teaching English in the high schools. Both Terms.

FRENCH

FRENCH 1-3 *Beginning French*

Nine hours.

Open to those who have no high school French. The essentials of French Grammar; practice in conversation; the essentials of pronunciation; reading, writing, and speaking French. This course is the same as 1, 2, and 3 in the regular year, and will require the same amount of work during the summer quarter as is done during the three quarters of the regular term. No registrations accepted or credit given for less than twelve weeks in this course. Offered upon sufficient demand.

FRENCH 4-6. *Intermediate French*

Nine hours.

Grammar review, the use of the subjunctive and of peculiar constructions found in the texts used. Oral and written composition, dictation. Reading of easy prose and short stories designed to accustom the student to read with facility in the preparation for the courses in literature that follow. This course is open to students who have had two years of French in high school, or French 1, 2, and 3. This course constitutes one year's work in French and will cover the same scope as French 4, 5, and 6 during the regular year. No registration accepted for less than twelve weeks in this course.

FRENCH 13. *French Phonetics.*

Three hours.

A special study of French pronunciation, phonetics and dictation. Designed primarily for those planning to teach the language. A detailed study of the alphabet of the International Phonetic Association. First Term.

FRENCH 14. *The History of French Literature.*

Three hours.

The purpose of this course is to give the student a general outline of the history of French Literature, tracing the evolution of French thought and literary ideals from the earliest literary beginnings of the 17th century. Second Term.

EDUCATION 26. *Teaching of French.*

Three hours.

Basic principles of modern language instruction. The historical development of present methods of teaching modern languages. A survey of the present methods of teaching French in the high school and the study of standard texts. Both Terms.

GEOGRAPHY

GEOGRAPHY 1. *Fundamentals of Regional Geography.* Three hours.

A course in systematic geography. A systematic study of climate, using regions of North America as types: Topics; Weather and weather

observation; elements of climate, temperature, moisture, winds and pressure, influence of climatic regions upon plants, animals and industrial life. Both Terms.

GEOGRAPHY 2. *Human Geography*.

Three hours.

Man must adapt himself to earth conditions. In doing this he modifies somewhat the earth conditions around him, but modifies himself even more. Typical earth conditions in combination are studied with reference to the adaptations made to them by man and the influence of these earth conditions on the types of industry, social organization, and government that have developed. The place and function of applied science in advantageous adaptation is always noted. The purpose of this course is to give a substantial background for effective geography teaching. First Term.

GEOGRAPHY 3. *Economic and Commercial Geography—United States*.

Three hours.

A study of geographical features involved in production, consumption and conservation of chief commercial products of the United States. Topics: Food resources, cereals, animals, vegetables, fruits, power, textile industries, etc. Second Term.

GEOGRAPHY 4. *Physiography*.

Three hours.

Physiography is current, dynamic geology. It presents the forces which have shaped and fashioned the earth as still operative upon and constantly shaping and modifying it. Climatology, meteorology, topographic and geologic maps find their place in connection with a study of physiographic forces. A brief suggestive list of topics is as follows: Relief—plains, plateaus, mountains; the work of ground water as seen in springs, wells, geysers and underground streams; the work of running water as seen in erosion, deposition, alluvial lands; glaciers, ice-sheets lakes, etc.; volcanism, earthquakes, crustal movements, continents, tidal waves, etc. This course supplies the knowledge of principles vital in science and geography teaching. First Term.

GEOGRAPHY 5. *Conservation of Natural Resources*.

Three hours.

Among the topics considered under this head are water power, soil, metallic mineral deposits, non-metallic mineral deposits, coal and its by-products, giant power and coal, conservation of fresh-water life, conservation of shore life in salt water, conservation of wild life, conservation of forests, conservation of valuable national traits of character, conservation of natural beauty. There are extensive library readings and the class work is of lecture-discussion type. Second Term.

GEOGRAPHY 6. *Geographical Influences in American History.*

Three hours.

This course takes up the geographic factors that have controlled, to a certain degree, the trend of American history. The drowned river valleys of the Eastern coast, the fall line, the Appalachians and their water gaps, the Mississippi and Ohio, the Great Plains, the Rockies, the Great Basin and Puget Sound will be some of the units treated from this viewpoint. Offered upon sufficient demand.

GEOGRAPHY 7. *Geography of North America.*

Three hours.

A study of North America in its relations to the world as a whole. The work is organized around problems. Topics: Coast line, topography, drainage, soil and climate, mineral and plant resources, distribution of the people. Offered upon sufficient demand. Second Term.

HISTORY AND OTHER SOCIAL SCIENCES**HISTORY 1. *United States, 1492-1783.***

Three hours.

A general survey of colonial and revolutionary history: explorations, colonization; political, economic and social development; international rivalries; movements toward union and independence; the Revolution. First Term.

HISTORY 2. *United States, 1783-1865.*

Three hours.

A general survey of the formation of the American Union and the struggle over slavery: adoption of the Constitution; rise of political parties; Jeffersonian Democracy; international conflicts and the beginning of isolation; westward movement; rise of the common man; sectionalism, slavery, and Civil War. Second Term.

HISTORY 3. *United States, 1865-1934.*

Three hours.

A general survey of the history of the United States since the Civil War: reconstruction industrial revolution; agrarian discontent; humanitarian and cultural achievements; international conflicts; rise of Progressivism; World War; prosperity; collapse, and the New Deal.

HISTORY 4. *Early Modern European, 1500-1815.*

Three hours.

The development of the national state and the Commerical Revolution, the Reformation; national and religious rivalries of the seventeenth and eighteenth centuries; growth of the democratic ideal of government; the revolutionary and Napoleonic eras with their resultant political, social and economic changes. First Term.

HISTORY 5. *Modern European, 1815-1934.* Three hours.

This is a continuation of History 4. The Congress of Vienna and its work; social and political results of the spread of the industrial revolution; collapse of the Metternich system; rise of Russia, Prussia, and Italy as important states; renewal of colonial expansion, and the resulting international rivalries; the Balkans and their problems; new alliances and the World War; political and economic conditions in Europe after the war; rise of Fascism in Italy; Communism in Russia, and Hitlerism in Germany. Second Term.

HISTORY 6. *European Background of American History.* Three hours.

A course which attempts to emphasize the features in European history that give an interpretative basis for an understanding of the history of the United States and which gives the student, who does not plan to take history 4 and 5, a working knowledge of European history. First Term.

HISTORY 7. *The South.*

(a) *The Old South.* Three hours.

A study of the Southern States in the period preceding the Civil War in which emphasis will be laid upon the social, economic, and political organizations and movements. First Term.

(b). *The New South.* Three hours.

A study of the Southern States in the period after the Civil War in which emphasis will be laid upon the social, economic, and political developments. Second Term.

HISTORY 8. *Economic History of the United States.* Three hours.

Beginning with a brief study of economic interpretation of history, this course deals with the economics factors in the development of the nation. First Term.

HISTORY 9. *Recent United States History.* Three hours.

A study of the United States since 1900 in which emphasis will be given to economic, social, humanitarian, and cultural phases as well as political development. Second Term.

HISTORY 10. *Ancient History.* Three hours.

A survey of Oriental, Egyptian, Greek, and Roman history to the decline of the Roman Empire in the West. First Term.

HISTORY 11. *English History.* Three hours.

A general survey of the history of the English people. Second Term.

HISTORY 13. *North Carolina.*

Three hours.

A survey of the history of North Carolina from its settlement in 1663 to about 1828; settlement and territorial expansion; development of political institutions; immigration; social and cultural attainment; the Revolution; adoption of a constitution; economic and political development after the war. Offered upon sufficient demand. First Term.

HISTORY 14. *North Carolina.*

Three hours.

A continuation of History 13 which emphasizes sectional controversies; internal improvements; slavery and Civil War; reconstruction; recent educational and industrial developments. Offered upon sufficient demand. Second Term.

HISTORY 15. *Current History.*

One hour.

This course is a study of state, national, and international current events. Its purpose is to train the student in an intelligent, systematic, and discriminating study and reading of the daily newspapers and periodicals. First Term.

HISTORY 18. *Recent World History.*

Three hours.

A description and explanation of world conditions in 1914; a brief account of the World War: a more extensive treatment of the readjustments that followed in each country; a descriptive analysis of the factors that influence world affairs today. Offered upon sufficient demand.

EDUCATION 24. *Teaching History in High School.*

Three hours.

This course is designed for the student who is making history his major. It deals with problems and methods of teaching history in high schools. Both Terms.

SOCIOLOGY

SOCIOLOGY 1. *Educational Sociology.*

Three hours.

In this course an attempt is made to interpret the curriculum from the standpoint of recent social trends. Attention is given to the part the school is to play in fitting people for group life, in understanding other groups, in controlling the environment, in transmitting the worth while cultural experiences and achievements, in analyzing and utilizing social institutions and in promoting the wise use of leisure time. First Term.

SOCIOLOGY 2. *Rural Sociology.*

Three hours.

Emphasis is placed upon the rural community—its origin and development, its population status, its social, economic and religious institutions, recent improvements and probable present trends. Second Term.

GOVERNMENT

GOVERNMENT 1. *Government of the United States.* Three hours.

An introductory study of American government, including, origin of the federal government; selection and powers of the President; Congress and its relations to the other departments; the federal judiciary; conduct of elections; foreign affairs; relations to state and local governments. First Term.

GOVERNMENT 2. *The Elements of Political Science.* Three hours.

An introductory course in which a study is made of the principles of political science and of the important theories regarding the nature, origin, forms, and ends of the state and of government. Second Term.

GOVERNMENT 3. *International Relations.* Three hours.

In this course the problems of nationalism and internationalism, of imperialism, and the settlement of international conflicts are studied together with the machinery or agencies for international cooperation. Second Term.

HOME ECONOMICS

HOME ECONOMICS 8. *Household Chemistry.* Three hours.

A condensed course in chemistry as applied to the household, foods, and everyday life. First Term.

HOME ECONOMICS 9. *Nutrition.* Three hours.

The presentation of the fundamental principles of human nutrition, the application of these principles to the feeding of individuals with reference to age, sex, and occupations under varying social and economic conditions. Special attention will be given to the school lunch and to our common food materials and their relation to health. Second Term

PHYSICAL AND HEALTH EDUCATION

PHYSICAL EDUCATION 10. *Personal Hygiene.* Three hours.

This course considers the factors of personal hygiene with especial emphasis upon the causes of ill health and disease and their control and prevention. First Term.

PHYSICAL EDUCATION 11. *Anatomy.* Three hours.

A course in the general anatomy of the human body, a detailed study is made of the bones, joints and muscles, with briefer study of the nervous and vascular system. Second Term.

PHYSICAL EDUCATION 12. *Physiology.* Three hours.

This is a course in general physiology. It treats the functions of the organs of the body, dealing with foods, digestion, metabolism, the respiratory, circulatory, muscular, nervous, and excretory system, and special senses. First Term.

PHYSICAL EDUCATION 13. *Health Education.* Three hours.

In his course the hygiene of the school in its relation to education is considered, with attention to such topics as health examination of children, discovery and treatment of chronic physical defects, control of communicable disease, sanitation of school buildings, heating, ventilation, lighting, cleaning, and hygiene of school instruction. The need and function of the school physician, of the school nurse, and of the special teacher of health education are considered.

This course also considers the need and principles of health teaching materials, course of study, methods, formation of health habits and related topics. The regular course in health education, with its bibliography, as put out by the State Department of Public Instruction will be the basis of this course, which is designed primarily to give teachers a definite knowledge of the content, sources, and methods of the regular state course. Both Terms.

PHYSICAL EDUCATION 16. *Principles and Organization of Physical Education.* Three hours.

The course considers the type and scope of the content of physical education, the time allotment in different grades, adaptation to conditions, grade games and the varying factors of the attitude of teachers and communities toward his subject. First Term.

PHYSICAL EDUCATION 17. *Play and Playgrounds.* Two hours.

The need, purpose, and function of play in education are studied. The study includes a consideration of the social, educational, and biological aspects of play and recreation; of the relation of these to the other factors of child environment, the home and its life, the school and its activities, and industry; of the need of relief from stress and strain; and of the duty the community owes the child in the way of facilities for play and recreation. Second Term.

PHYSICAL EDUCATION 18. *Playground Practice.* Two hours.

Teaching and supervising in school and park playgrounds, and in social recreation centers are taught. Credit for this course may be secured by satisfactory full time teaching in an approved summer playground system for a period of not less than six weeks. First Term.

PHYSICAL EDUCATION 19. *History of Physical Education*. Three hours,

A survey is made of the development of physical education, showing the relation it bears to other great social and educational movements. A brief study is made of the lives, beliefs, and activities of the great leaders of physical activity that have been concomitant with various historical movements. Second Term.

PHYSICAL EDUCATION 20. *Physiology of Exercise*. Two hours.

The effects of various kinds of activity upon the numerous physical system of the body are studied, particularly the activities and movements in gymnastics, dancing, games, athletics, and sports that are likely to cause strain upon the vital organs. First Term.

PHYSICAL EDUCATION 22. *Teachers' Course in Athletics for Women*.

Three hours.

A course designed to give women who intend to coach and manage girls' athletics and officiate in such sports a full technical knowledge of the rules, ways of playing and coaching, and the handling of large numbers in basketball, baseball, volley ball, track and field sport, Both Terms.

PHYSICAL EDUCATION 23. *Athletic Training and First Aid*. One hour.

Lectures, demonstrations and practice in first aid treatment of athletic injuries and bandaging. Separate sections for men and women. Both Terms.

PHYSICAL EDUCATION 24. *Plays and Games for Young Children*.

Two hours.

This course consists of plays and games appropriate for children in the primary grades. In so far as practicable, the content of the course is based upon the instinctive activities of childhood. Students who expect to teach in primary grades, or young ladies who expect to teach physical education should take this course. Both Terms.

PHYSICAL EDUCATION 25. *Plays and Games for the Grammar Grades*.

Two hours.

This course is similar to above but adapted to the needs of the grammar grade children. It is planned especially for the grammar grade and physical education teachers. Both Terms.

PHYSICAL EDUCATION 26a.

One hour.

This is the beginning course in the fundamentals of swimming, diving, and life saving. Separate sections of each course for men and women. Both Terms.

PHYSICAL EDUCATION 26b.

One hour.

A continuation of swimming 26a. Both Terms.

PHYSICAL EDUCATION 26c One hour.

A continuation of swimming 26b. Both terms.

PHYSICAL EDUCATION 27. *Tennis*. One hour.

The fundamental strokes as worked out and the rules and strategy of the game studied. Separate sections for men and women. Both Terms.

PHYSICAL EDUCATION 35. *Intramural Athletics*. Three hours.

A course in group, mass, and intramural athletics. Separate sections for men and women. First Term.

PHYSICAL EDUCATION 37. *Coaching Basketball*. Two hours.

This course will include the principles of the game; requirements for each position, individual and team coaching; systems of offense and defense; value of long and short passing; interpretation of rules; team organizing and training. Separate sections for men and women. Both Terms.

PHYSICAL EDUCATION 38. *Singing Games*. Two hours.

This course is designed for teachers of the younger children, and includes a program of singing games or simple dramatic actions of songs adapted to school rooms, school yards, playgrounds and gymnasiums. The course emphasizes the fundamentals of music necessary in health and physical education, rhythmic appreciation, the use of the Victrola in Physical Education. Second Term.

PHYSICAL EDUCATION 41. *Related Activities*. Three hours.

A course in those activities related to physical education wherein there is physical exercise and body development. First Term

PHYSICAL EDUCATION 42. *Laboratory Curriculum Course in Physical Education*

Nine hours for 6 weeks.

Six hours for 4 weeks.

This course is open to advanced students and others approved by the college physical education department and the state curriculum authorities. Students taking this course will give all the time to the one course when maximum credit is sought. Basic techniques and principles are prerequisites or may be studied concurrently. The basic materials used will be those developed through local production groups by classroom teachers and by the state central committee on Physical Education Curriculum. An attempt will be made to develop satisfactory answers to the following and related problems: What scope, sequence of experience, skills or abilities and type of curriculum in physical education? What basic physical education should be required for all

teachers? For special physical education teachers? To what extent will the integrated program prove adequate and practical? What administrative plan will put physical education in its rightful place in the basic education of the people? Both Terms.

PHYSICS

PHYSICS 1, 2 and 3. *General Physics.* Nine hours.

A year's study of the elements of the science from both the theoretical and practical standpoint. Primary consideration is given the fundamental laws and principles which underlie all advanced theories and problems.

This course will require the same amount of work in twelve weeks during the summer quarter as is done in thirty-six weeks during the regular year. No registrations accepted for six weeks in this course. Five recitation periods and four two-hour periods per week.

Laboratory fee \$2.00.

PHYSICS 4, 5, and 6. *Advanced General Physics.* Nine hours.

These courses constitute a year's work in advanced physics. It is advisable that students take Mathematics 1, 2, 3, or Mathematics 6 before attempting this course. Prerequisites: Physics 1, 2, 3. No registrations accepted for six weeks work in this course. Students desiring this course must register in the first term and continue through the second term. Five recitation periods and four two-hour periods per week.

Laboratory fee \$2.00.

EDUCATION 23. *The Teaching of High School Physics.* One hour.

This course deals with the organizing and presenting of Physics in the high school field and the laboratory equipment. Prerequisites: Physics 1, 2, 3. Both Terms.

MATHEMATICS

MATHEMATICS 1, 2, and 3. *Freshman Mathematics.* Nine hours.

This course covers a full years' work in general mathematics. Especial attention will be given to handling trigonometric functions and logarithms as used in elementary physics. A course planned especially for the student who expects to teach mathematics. Course covers 12 weeks time.

MATHEMATICS 4. *Solid Geometry.* Three hours.

A three months' course in solid geometry treated from the college viewpoint. First Term.

MATHEMATICS 5. *College Algebra*. Three hours.

The course covers permutation, partial fractions, logarithms, inequalities, variations, probability, theory of equations, determinants, and graphical representation. Second Term.

MATHEMATICS 6. *Plane Trigonometry*. Three hours.

Trigonometric functions, transformations, trigonometric equations, solution of plane, right and oblique triangles, inverse functions, construction of logarithmic and trigonometric tables. Second Term.

MATHEMATICS 7. *Analytic Geometry*. Three hours.

This course is designed to give the student a broad and thorough knowledge of the analytical method as applied to geometrical problems. It deals with equations and their graphs, the straight line, the circle, the other conic sections, transformation of co-ordinates, polar co-ordinates, tangents and normals. First Term.

MATHEMATICS 8. *Analytic Geometry*. Three hours.

This course is a continuation of Mathematics 7. Second Term.

EDUCATION 20. *Teaching H. S. Mathematics*. Five hours.

A discussion of the objectives of high school mathematics; a background for appreciation purposes, general principles of secondary education applied to the teaching of mathematics, an acquaintance with mathematical educational materials, and suggestions for auxiliary activities. Both Terms.

PUBLIC SCHOOL MUSIC

MUSIC 1. *Fundamentals*. One hour.

Elements of vocal music, including a thorough course in notation, sight reading, voice, ear training, rhythmic forms and oral and written dictation. Four hours per week. Both Terms.

MUSIC 2. *Primary Music*. One hour.

Care and development of the child voice; how to secure good tone; discussion of methods, treatment of monotones, the use of the songs, singing games, dramatization and folk dances on a basis for the development of the child's tonal and rhythmic senses; practice teaching during class period as a preparation for teaching music in the primary grades and the acquirement of a repertoire of children's song. Four hours per week. First Term.

MUSIC 3. *Primary Music*. One hour.

A continuation of Music above.

Four hours per week.

MUSIC 6. *Grammar Grade Music.*

One hour.

Presentation of all problems of sight singing and theory. The use of various types of systematic drill for securing accurate and rapid sight singing. Practice teaching during class period as a preparation for teaching music in the grammar grades. Students are led to formulate good methods from principles set forth. Four hours per week. First Term.

MUSIC 7. *Grammar Music.*

One hour.

A continuation of music above. Four hours per week. Second Term.

MUSIC 8. *Music Appreciation.*

One hour.

A course in constructive listening designed to acquaint students with standard vocal and instrumental compositions. Biographies of great musicians, examples from early church and folk music emphasized. A part of this work will be done in actual contact with the children of the demonstration school. Four periods per week. Both Terms.

MUSIC 11. *Glee Club.*

One hour

This course open to all students who sing. Both Terms.

PSYCHOLOGY

PSYCHOLOGY 1. *General Psychology.*

Three hours.

This is the foundation course in Psychology and designed to furnish a clear understanding of mental life. A thorough study of the nervous system as it functions in sensation, perception, instincts, feelings and emotions is an important part of the course. Lectures, classroom discussions and reports and laboratory experiments all bear on stimulus-response psychology. Both Terms.

PSYCHOLOGY 2. *Elementary Educational Psychology.*

Three hours.

This course considers the child from the point of view of its physical, mental, moral, and social development. It stresses individual differences and the pedagogical treatment of each child as a result of these difference. The laws of learning as they apply to the mastery of school subjects are given attention and the native interests and appeals of children are studied. First Term.

PSYCHOLOGY 3. *Educational Psychology.*

Three hours.

This course deals largely with the learning process as it functions in school work. Special attention is given to methods of learning, association, memory, and habit. The principles involved are illustrated by class experiments. Second Term.

PSYCHOLOGY 4. *Psychology of Elementary School Subjects.*

Three hours.

The psychology of the elementary school subjects; the law of repetition, the law of association, reading, arithmetic, handwriting, spelling, language, history and geography. First Term.

PSYCHOLOGY 5. *Child Psychology.*

Three hours.

The purpose of this course is to give the student a better understanding of the physical and mental development of children from birth to adolescence. The course includes a study of the influence of the heredity and environment, innate tendencies and capacities, the moral and religious development of the child, language and speech development, individual differences and their significance in education, the adjustment of school work to the welfare of the child. Both Terms.

PSYCHOLOGY 6. *Psychology of Adolescence.*

Three hours.

This course deals with the psychology of adolescence. It considers the physical, mental, moral, and social changes which are characteristic of this period, and aims to create a sympathetic attitude on the part of the teacher for this most interesting of all periods of development. Second Term.

PSYCHOLOGY 7. *Mental Hygiene.*

Three hours.

This course presents the fundamental principles of mental health which are essential for the prevention of insanity, nervous breakdown, etc., and to provide the proper training for children and adults which will insure happiness, efficiency and normal mental health. First Term.

PSYCHOLOGY 8. *Abnormal Psychology.*

Three hours.

This course presents the fundamental principles of abnormal Psychology, its field, the border cases and the problem cases. Second Term.

WRITING

WRITING 1. *Writing.*

The purpose of this course is to train the teacher not only to improve his own writing but to be able to teach the child in the elementary grades how to write. The course consists of a study of standard forms, blackboard work, and methods of teaching. It is planned especially for those taking a two-year curriculum. Both Terms.

WRITING 2. *Writing.*

This course is a continuation of Writing 1. During this course the student will be taught the use of the various writing scales. Both Terms.

SPECIAL ATTENTION IS CALLED TO THE FOLLOWING RULES AND REGULATIONS OF THE DEPARTMENT OF EDUCATION CONCERNING TEACHER'S CERTIFICATES

UNDERLYING PRINCIPLES

These regulations are based upon the following fundamental principles:

Principle One: While employed as a teacher the teacher's first concern is the job of teaching. There should be no program of in-service study that would make it necessary for a teacher to divert much of her time from the duties of teaching, and that as far as possible the work would be complementary to her teaching responsibilities.

Principal Two: The education resulting from this in-service training should be comparable in quality and kind to the education received thru pre-service training. A balanced education should be the chief goal of the teacher rather than the accumulation of credits or the raising of a certificate.

REGULATIONS

1. Between October 1, 1935 and August 31, 1936, no teacher in service shall be given credit for more than twenty semester hours, a teacher in service being defined as one who teaches six or more months during the period; and that after August 31, 1936 no teacher in service shall be given credit for more than twenty semester hours during any one year between September 1st of that year and August 31st of the following year. This, it must be understood, is the maximum total credit from all sources.

2. Between October 1, 1935 and August 31, 1936 no teacher in service shall be given credit for more than twelve semester hours thru extension class teaching and or correspondence study instruction, with a further limitation of not more than eight semester hours to be earned between October 1, 1935 and June 1, 1936. After August 31, 1936 no teacher in service shall be given credit for more than twelve semester hours of extension class teaching or correspondence study instruction in any year between September 1st of that year and August 31st of the following year, with not more than eight semester hours permitted between September 1st and June 1st following

NOTE 1. Between October 1, 1935 and June 1, 1936 and between September 1st and June 1st for any year thereafter, the teacher in service should not register for more courses than would give credit for a total of eight semester hours if and when completed.

NOTE 2. Between September 1st and June 1st of any year, the teacher in service should distribute her work in such way that at no time, while actually teaching, would she be able to earn the equivalent of more than one semester hour's credit during any one month. Any attempt to earn credit for eight semester hours during a fractional part of the teaching year would be looked upon with disfavor.

3. Not more than forty per cent of the credit necessary to raise a certificate from one class to another may be earned thru extension class teaching and or correspondence study instruction provided this limitation shall not prohibit any teacher from earning eight semester hours credit thru extension class teaching and or correspondence instruction between October 1, 1935 and June 1, 1936.

4. The original professional credit necessary for an administrative or supervisory certificate may not be secured thru extension class teaching and or correspondence study instruction.

5. Credit for a total of not more than sixteen semester hours may be allowed for extension class work taken under the same instructor.

6. Beginning with September 1, 1936, no extension class course will be accepted for certificate credit that prior to registration is not approved by the State Department of Public Instruction and the county or city superintendent in whose school system the work is to be given.

7. As of July 1, 1939 and thereafter the Class A Certificate built up from a lower grade certificate will be based upon a satisfactory completion of the requirements for a degree from a standard college, along with, or in addition to, the specific certificate requirements. It is suggested that those teachers in service, who may not reasonably be expected to qualify for the Class A Certificate prior to July 1, 1939 arrange their program of studies in cooperation with the institution from which they would like to obtain the degree.

8. For the past several years, credits earned as late as October 1st have been applied on a certificate for that year. Beginning with September 1, 1936, credits earned after September 1st will not be applied on a certificate for that school year. This means that credit to be applied on a certificate for the school year 1936-37 must be earned not later than September 1, 1936. Institutions are urged to report the credit with the least possible delay after September 1st.

THE APPALACHIAN SUMMER SCHOOL
for
North Carolina and the South
Session of 1936
BOONE, NORTH CAROLINA

First Term June 9 to July 15
Second Term July 16 to August 21

The Appalachian Summer School offers an unequalled opportunity to combine a summer school of serious study with a summer of recreation and rest on the top of the mountains. Boone's altitude of 3,333 feet gives it an altitude of more than 1,000 feet higher than any other summer school in the South. Here the days are cool and refreshing while at night one requires blankets for comfort.

Special opportunities are offered for tennis, baseball, hiking, and swimming. Trips will be made each week-end to nearby places of interest. These include Blowing Rock, Valle Crucis, Asheville, Johnson City, Tenn., Grandfather Mountain, and Mt. Mitchell.

The regular faculty of the college will be augmented during the summer quarter with outstanding members from the faculties of other colleges and universities.

The college dormitories have accommodations for about five hundred students. Desirable accommodations in the town can be had for five hundred students.

The expenses will be held down to the lowest possible, consistent with first class living accommodations and thorough classroom instruction.

Be sure and read the recent rules and regulations of the state department of education relating to teachers, certificates. These are being printed on the last pages of this catalog.